



Bradley Elementary

3032 Pinebelt Rd.

Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	375 Students	
Principal	Dr. Erica L. Fields	803-738-7200
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

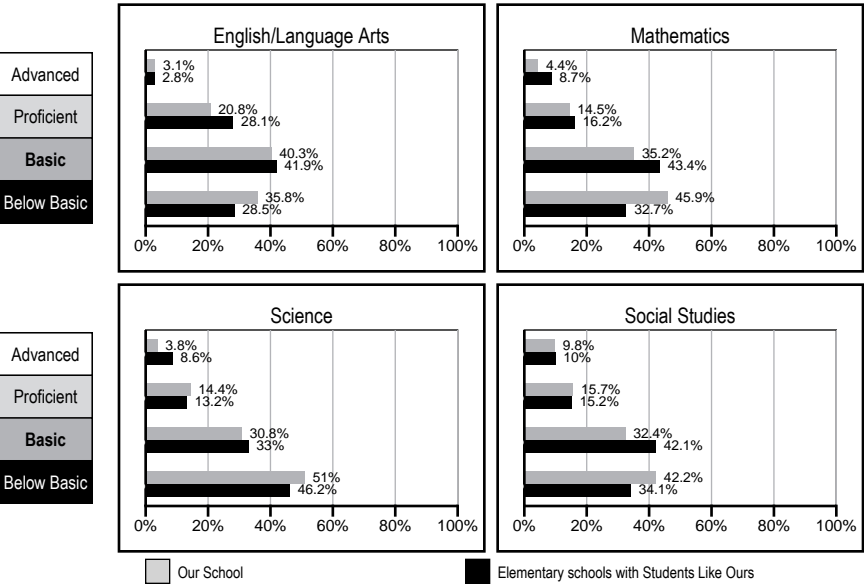
94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	18	64	19

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=375)				
First graders who attended full-day kindergarten	65.2%	Down from 100.0%	100.0%	100.0%
Retention rate	2.6%	Up from 1.7%	3.0%	2.3%
Attendance rate	96.2%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	9.5%	Down from 10.7%	3.7%	10.4%
With disabilities other than speech	13.9%	Up from 10.2%	7.9%	7.5%
Older than usual for grade	0.7%	Up from 0.3%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	70.0%	Up from 64.5%	54.7%	56.7%
Continuing contract teachers	90.0%	Up from 87.5%	70.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.1%	Up from 90.7%	83.4%	86.4%
Teacher attendance rate	93.9%	Down from 94.2%	95.0%	94.9%
Average teacher salary	\$50,125	Up 2.7%	\$43,988	\$45,345
Professional development days/teacher	7.3 days	Down from 12.7 days	13.2 days	12.6 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.9 to 1	16.8 to 1	18.5 to 1
Prime instructional time	88.6%	Down from 88.7%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 73.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,005	Up 6.9%	\$7,884	\$7,052
Percent of expenditures for instruction*	80.8%	Down from 81.4%	69.1%	69.1%
Percent of expenditures for teacher salaries*	78.1%	Up from 77.9%	63.1%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Francis W. Bradley Elementary is an inner-city school located at 3032 Pinebelt Road in Richland County School District One. The school's organizational structure consists of child development through grade five, with a current enrollment of 384 students.

Bradley is a Professional Development School and maintains an alliance with the University of South Carolina. Professional Development is a key component in ensuring that quality instruction occurs through research-based best practices. Members of the faculty and the administration have undergone extensive training as part of the SC Reading Initiative, with a strong emphasis on improving reading and writing instruction. Early intervention is the key to success for our young learners. In grades CD-1, Breakthrough to Literacy is implemented to develop the skills and knowledge young learners need to become competent readers. Class size was reduced in first grade, and students who enter first grade lacking basic skills in reading receive assistance from a reading interventionist.

Other interventions across the grade levels include Accelerated Reader and strategies supported through the SC Reading Initiative. The Accelerated Math program and math computer enrichment programs are used to supplement the regular mathematics program. Additional reading and math instruction is provided through the SuccessMaker, which is a computer-assisted instructional program incorporated into the computer lab. Our instructional program is further enhanced through the school's technology lab, which encourages the integration of technology into the instructional program. Each classroom is equipped with at least 3 computers to be used for research and project-based instruction. Teachers plan weekly for flexible, small-group instruction for students who need assistance. Students who score below basic on PACT are provided assistance in our after-school tutorial program. Our R.E.A.C.H. tutors (retired educators) provide small group instruction during the day for students at the cusp of moving to the next level of achievement in grades 3-5.

Bradley's state-of-the-art facility features a new kindergarten wing, gymnasium, science lab, music room, keyboard lab, and two computer labs. The school makes use of the latest technology. Parents have high expectations of the school and support the school's motto, "Excellence in Action." An active PTA and School Improvement Council, parent volunteer programs, and attendance at school-sponsored events are evidence of parent and community involvement. Over the past several years, Bradley has received numerous awards. In May 2005, Bradley renewed its status as a Flagship School of Promise. In 2004, the school was the recipient of the Red Carpet Award, presented by the S.C. Department of Education. In March 2007, Bradley's School Improvement Council received an Honorable Mention as one of the 5 finalists for the Dick and Tunky Riley Award. The school's friendly and warm environment makes it a wonderful place for students to learn and "BEE."

Wilma McQueen, SIC Chairperson Dr. Erica Fields, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	52	29
Percent satisfied with learning environment	93.3%	80.8%	72.4%
Percent satisfied with social and physical environment	86.7%	63.5%	81.5%
Percent satisfied with school-home relations	58.6%	76.9%	75.9%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	185	100	36	40.2	20.7	3	35.4	41.2	48.2	No	Yes
Gender											
Male	94	100	50.6	32.5	14.5	2.4	27.7	35	41.7	N/A	N/A
Female	91	100	21	48.1	27.2	3.7	43.2	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	176	100	35.8	40.3	21.4	2.5	35.2	33.3	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	48	100	73.8	19	7.1	0	14.3	14.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	149	100	36.8	42.1	18.8	2.3	32.3	31.2	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	185	100	45.7	35.4	14.6	4.3	26.2	34.9	45.8	No	Yes
Gender											
Male	94	100	49.4	36.1	13.3	1.2	22.9	33.8	45.6	N/A	N/A
Female	91	100	42	34.6	16	7.4	29.6	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	176	100	45.9	35.2	15.1	3.8	26.4	25.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	48	100	78.6	19	2.4	0	9.5	12.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	149	100	48.1	36.8	12.8	2.3	23.3	24.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

Science

All Students	121	99.2	50	32.4	13.9	3.7	17.6	25.3	35.7	96.2	96.1
Gender											
Male	57	98.3	51	34.7	12.2	2	14.3	26	37.4	96.2	95.8
Female	64	100	49.2	30.5	15.3	5.1	20.3	24.6	33.8	96.3	96.3
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	93.2	96.3
African American	116	100	50.5	31.4	14.3	3.8	18.1	16.4	17	96.4	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	97.2	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	95.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	29	96.6	76.9	19.2	3.8	0	3.8	8.9	14	94.9	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	97.5	96.7
Socio-Economic Status											
Subsided meals	99	100	51.7	31.5	15.7	1.1	16.9	15.1	21.1	96.2	95.8

Social Studies

All Students	120	98.3	42.3	32.7	15.4	9.6	25	27.2	34	96.2	96.1
Gender											
Male	61	96.7	46.2	28.8	13.5	11.5	25	28.1	36.6	96.2	95.8
Female	59	100	38.5	36.5	17.3	7.7	25	26.2	31.3	96.3	96.3
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	93.2	96.3
African American	113	99.1	43	32	16	9	25	18.2	19.1	96.4	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	97.2	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	29	96.6	66.7	12.5	20.8	0	20.8	9.7	14.4	94.9	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	97.5	96.7
Socio-Economic Status											
Subsided meals	95	99	42.7	36.6	13.4	7.3	20.7	16.8	21	96.2	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	53	100	14.9	40.4	31.9	12.8	44.7
	4	62	100	35.1	42.1	22.8	0	22.8
	5	62	100	29.3	56.9	13.8	0	13.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	40	29.1	23.6	7.3	30.9
	4	57	100	18.4	46.9	32.7	2	34.7
	5	63	100	46.7	45	8.3	0	8.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	53	100	27.7	51.1	8.5	12.8	21.3
	4	62	100	49.1	38.6	3.5	8.8	12.3
	5	62	100	39.7	48.3	6.9	5.2	12.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	58.2	30.9	7.3	3.6	10.9
	4	57	100	30.6	42.9	20.4	6.1	26.5
	5	63	100	46.7	33.3	16.7	3.3	20
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	27	100	34.8	43.5	21.7	0	21.7
	4	62	100	47.4	36.8	12.3	3.5	15.8
	5	30	100	58.6	34.5	6.9	0	6.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	64.3	25	10.7	0	10.7
	4	56	98.2	45.8	35.4	12.5	6.3	18.8
	5	33	100	43.8	34.4	18.8	3.1	21.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	26	96.2	17.4	43.5	30.4	8.7	39.1
	4	62	100	49.1	43.9	7	0	7
	5	32	100	55.2	34.5	6.9	3.4	10.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	33	97	33.3	29.6	14.8	22.2	37
	4	57	98.3	24.5	49	20.4	6.1	26.5
	5	30	100	82.1	7.1	7.1	3.6	10.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample